DOCUMENT RESUME

ED 383 062 EA 026 713

AUTHOR	Laguardia, Armando; Nave, Gary
TITLE	A Guide for School Councils and Minority Communities. The Oregon Educational Act for the 21st Century: Implications for Ethnic Minority Students.
INSTITUTION	Lane Education Service District, Eugene, OR. Oregon Professional Development Center.
PUB DATE	[94]
NOTE	46p.; Separately published 11-page summary, gathering together all recommendations in full report, has been appended.
AVAILABLE FROM	Oregon Professional Development Center, P.O. Box 2680, Eugene, OR 97402.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Cultural Awareness; Cultural Pluralism; Diversity (Institutional); Educational Improvement; Elementary Secondary Education; *Governing Boards; *Minority Groups; *State Action; *State Legislation
IDENTIFIERS	*Oregon; *Oregon Education Act for the 21st Century 1991

ABSTRACT

The Oregon Professional Development Center (OPDC) was created by the Oregon Department of Education to support school councils in the state as they make local changes to meet the requirements of the Oregon Educational Act for the 21st Century. School councils will be established at every school in Oregon, charged with three main areas of work: improving instructional programs, establishing staff-development programs, and developing and coordinating school improvements in compliance with the act. Councils must consider the needs of minority students in all these areas. This guidebook offers recommendations for school councils regarding council formation and operation, curriculum planning, the implementation of school-improvement efforts, and staff-development planning. A list of resources is provided. (LMI)

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A Guide for School Councils and Minority Communities

The Oregon Educational Act for the 21st Century: Implications for Ethnic Minority Students

Prepared for the Oregon Professional Development Center by

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Acknowledgements

This Guide would not have been possible without the interest and support of **Kathy White** and **Robert Coiner** of the Oregon Professional Development Center, who recognized its importance and assisted us through the development and editing process. **Jocelyn Butler** is also appreciated for her contribution as editor.

Many other individuals contributed information and perspectives that were useful to our efforts. They include **Deborah Cochrane, Joanne Flint, Jerry Fuller, Roberta Hutton, Vera Katz, Walter Koscher, Wayne Neuberger, Barbara Wolfe** and **Jeana Woolley**.

It is impossible to recognize the contribution of all who directly or indirectly contributed to the content of this Guide. We reviewed numerous reports and organizational plans that represented the efforts of many individuals, committees and organizations. Many are mentioned in the content of the guide. We are grateful to all of them.

About the Authors

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I. Introduction

The purpose of ***A Guide for Schools and Communities, The Oregon Educational Act For The 21st Century: Implications for Ethnic Minority Students*** is to review the Act as it relates to Oregon's ethnic minority population. The Act was passed in 1991 to improve outcomes for all students at each level of education. The *Guide* briefly defines major components of the Act and then examines implications for ethnically diverse students. Specific recommendations for implementation of the Act are provided, and resources that may assist in the development of school plans and implementation strategies are listed.

This *Guide* is primarily designed to assist 21st Century School Councils, mandated by the Act at each public school, to develop reform plans. A major objective for each council must be the improvement of educational results for ethnic minority students who as a group have not attained acceptable levels of academic achievement. The *Guide* is also intended to provide an overview of key reform issues for administrators, teachers, school staff, community members, and parents.

Overview

It is widely recognized that the *Oregon Educational Act for the 21st Century* is the most comprehensive school improvement reform act in the history of Oregon. It opens the door for the participation of the total community in the schooling of our youth, and it defines the outcomes that will prepare our students for life and work in the 21st Century.

This act offers an opportunity for school improvement in important areas including school councils, curriculum, early childhood education, data gathering, educational planning, parental and community involvement, partnerships with the total community, and coordinated social services through the schools.

Ethnic minority students and their needs are recognized prominently in this Act. One of the Core Applications for Living outcomes calls for all students to develop knowledge about cultural influences, to be able to analyze cultural diversity, and to develop and apply effective cross-cultural communication. This outcome will be demonstrated through both knowledge and performance, which should guarantee that the education of our youth will require, in ways that it did not before, that teachers, students and communities learn about the impact of cultural differences in our society and work towards the building of a community that is inclusive of the needs of all its members.

Other provisions of the Act that deal with instructional programs, assessment, alternative learning environments and community participation call for the inclusion of the needs of ethnic minority students and the participation of parents and other minority community members in ongoing school improvement efforts. Ethnic minority students are recognized in terms of their assets and needs, and a commitment is made to deliver an education that is culturally appropriate.

The opportunities presented by the *Oregon Educational Act for the 21st Century* are extensive and challenging. It will take persistence, hard work, resources and patience to take advantage of them. This *Guide* is intended to help point out some of the initial steps to be considered. But in order

for the implementation of this act to become reality for ethnic minority students several things will have to happen:

- School officials, teachers, and other education professionals must believe that all students can learn if the proper instruction and support is provided. Schools must develop educational plans that are successful in educating minority students.

- Oregon state education officials, including the State Board of Education, the State Board of Higher Education and the State Department of Education, must set and monitor appropriate standards and provide support regarding the implementation of the Understanding Diversity outcome and the provision of culturally appropriate instruction and services throughout the schooling experience.

- There are also opportunities for ethnic minority communities to make a contribution. Ethnic minority communities should increase and maintain their interest and involvement in the ongoing school improvements through their participation in school councils, advisory committees, mentor and tutoring programs, and as individual participants in the educational plan development process of each school.

The implementation of this act will require that education policymakers, school professionals and communities work together for the foreseeable future developing what is sure to become a much different educational system.

The *Oregon Educational Act for the 21st Century*

The *Oregon Educational Act for the 21st Century* legislation grew out of the national educational reform movement of the 1980's. That movement began in earnest in 1983 with *A Nation at Risk*, a report on educational conditions published by the National Commission on Excellence in Education. *A Nation At Risk* called for more required credits in academic core courses, more testing for a wider range of purposes, a longer school year, higher teacher salaries accompanied by tougher teacher certification and entry requirements, and an emphasis on upgrading the technology of schooling. In addition, it recommended state monitoring through school performance reports, staff evaluations, and state-centered student testing programs. These strategies were enacted in many states in the form of mandates. By the 1990's, dissatisfaction with results of these reform efforts prompted many policymakers to reconsider how best to improve progress for all students.

Currently, a "second wave" of reform is shifting emphasis from *inputs and actions for change* to high level *results*. This movement is exemplified by performance-based education principles which emphasize what students can *do* as well as what they *know*. School policymakers are urged to set and measure levels of performance that emphasize knowledge and skills matched to real world demands outside of school. Thus, educational outcome goals are matched to good citizenship and vocational skills, as well as to traditional academic content areas. The second wave attempts to broaden the first wave's emphasis on "excellence" as defined by higher academic standards.

The *Oregon Educational Act for the 21st Century* is representative of this second wave of educational reform. While it maintains many of the strategies advocated by *A Nation at Risk*, such as testing

and monitoring of student performance, it focuses more heavily on student performance outcomes. Its stated goal is "to produce the best educated citizens in the nation by the year 2000 and a work force equal to any in the world by the year 2010." (1) The Act calls for the preparation of students in increments along a developmental continuum, with all steps tied to their ability to one day assume full and meaningful roles as adult citizens and productive members of Oregon's workforce.

The Act was introduced in the Oregon state legislature in 1990 and was enacted in 1992. It sets ambitious mandates and timelines in eight major areas that are to be phased in according to strict timelines, as shown in Table 1. Areas include school councils, the creation of programs requiring a Certificate of Initial Mastery and a Certificate of Advanced Mastery, establishment of Alternative Learning Centers, integrating social services with school activities, an emphasis on early childhood education and the school-to-work transition, and the creation of the Oregon Report Card.

Table 1

Major Components of the *Oregon Educational Act for the 21st Century*	
School Councils	Early Childhood Education
Certificate of Initial Mastery	Integrated Social Services
Alternative Learning Centers	School-to-Work Transition
Certificate of Advanced Mastery	The Oregon Report Card

Section III of this *Guide* will systematically examine these components of the Act, providing a brief explanation of the component, a list of its potential implications for Oregon's ethnic minority students, and specific recommendations for school councils and others to consider in their decision-making role.

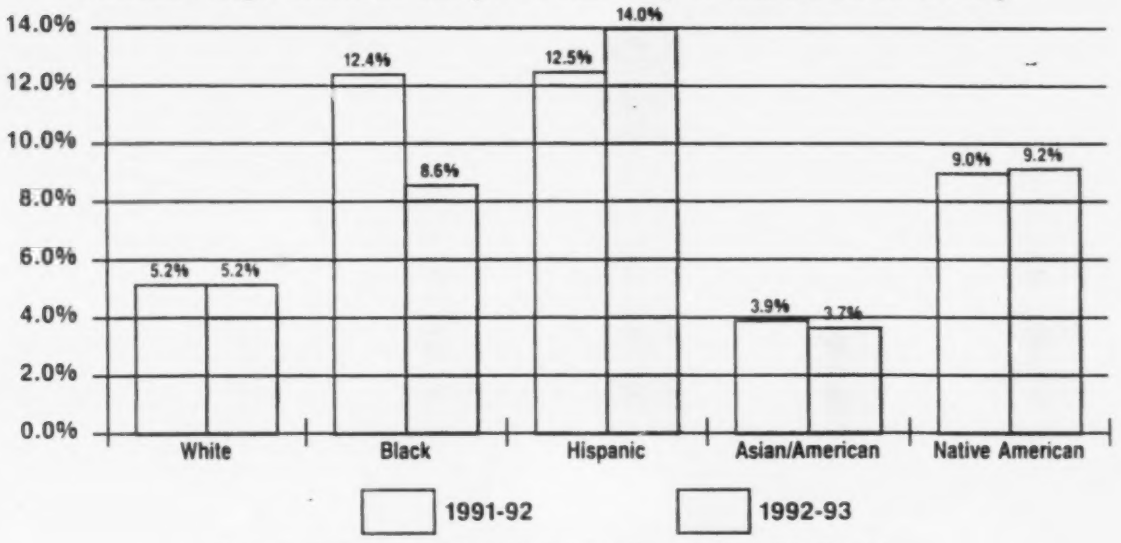
The Condition of Ethnic Minority Youth

A primary goal of the *Oregon Educational Act for the 21st Century* is to prepare a workforce that is equal to any in the world. The economic and educational condition of ethnic students of color is a major area of concern in meeting that goal. Oregon's educational system has been concerned about the disparity of educational achievement for minority students for several decades. Numerous commissions and advisory groups as well as federal, state and local educational institutions have attempted to increase the equality of student performance.

Unfortunately, the efforts to improve performance outcomes for minority students have not changed the troubling dropout statistics for the state. **Figure 1** presents data from the 1992-93 school year. It shows that black, Hispanic, and Native American students in Oregon have much higher dropout rates than their white and Asian American counterparts. These data from the Oregon Department of Education reveal that 14 percent of Hispanic students, 9.2 percent of Native American and 8.6

percent of black students dropped out of school. That compares to a dropout rate of only 5.2 percent for white students and 3.7 percent for Asian American students.

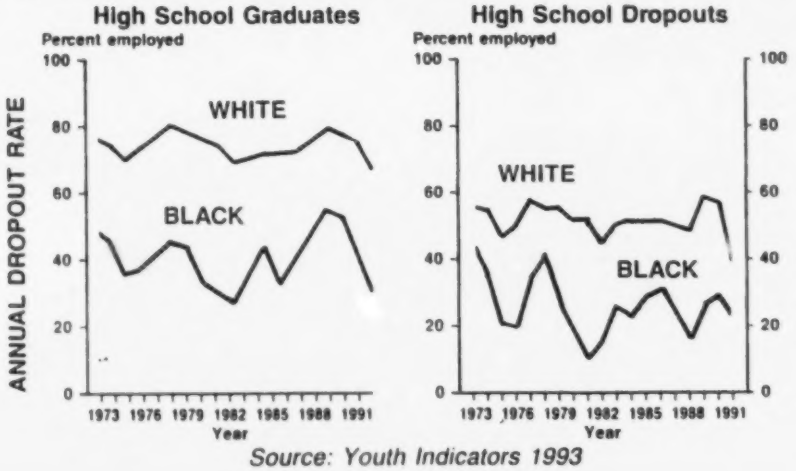
Figure 1
Annual High School Dropout Rate by Racial/Ethnic Group



Source: Oregon Department of Education, School Fall Report

These high dropout rates are more problematic when the experiences in the work world are compared for high school graduates and dropouts. **Figure 2** highlights employment rates over the past 19 years for graduates and dropouts by ethnicity. Both black and white students who dropped out have significantly lower employment rates than their counterparts who graduated from high school. In addition, employment rates for black students who drop out lag well behind those for white students. School reform must address the conditions and needs of minority students to keep them in school and on the road to productive and satisfying lives.

Figure 2
Employment Rate of Recent High School Graduates and Dropouts Not Enrolling in College, by Race: 1973-1991

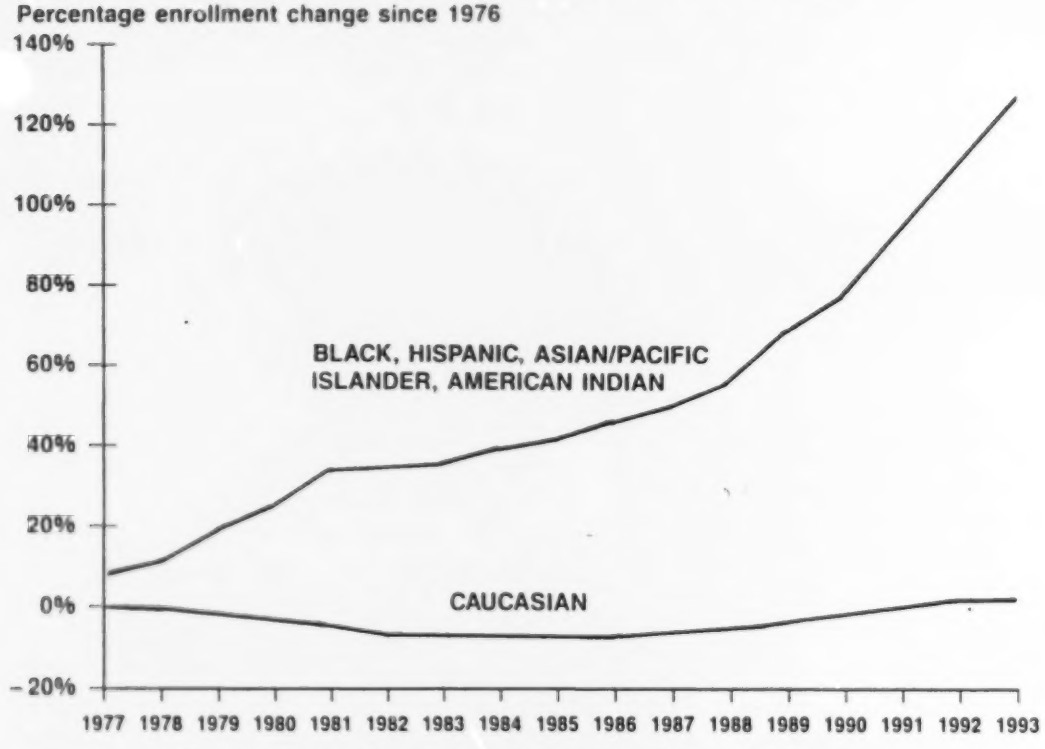


Source: Youth Indicators 1993

The future interests of the state are best served through increased success in school and work for all Oregon's students. While minority students still represent only approximately 13 percent of the total school population in Oregon, there has been explosive growth in minority populations in Oregon's schools from 1976 to 1993. As demonstrated in **Figure 3**, the *percentage* increase of minority students has increased each year, but the *rate* of increase has risen even more sharply. In 1977 the percentage increase of minority students over the previous year was a modest 7 percent, but ten years later, the percentage increase in 1987 over 1986 was 44 percent. The rates of increase have grown even more rapidly since 1987 to well over 100 percent per year for both 1992 and 1993. That is, the minority student population has more than doubled in each of the two most recent years.

These school population trends will likely continue for the foreseeable future. The U.S. Department of Labor provides population projections by race for the State of Oregon in five-year intervals. For the period 1995 to 2000, the white population is projected to increase 7.2 percent while the non-white population will increase by 25 percent. The time period from 2000 to 2005 shows projected gains of 6 percent and 19.6 percent, respectively.

Figure 3
Increasing Student Diversity in Oregon



Source: Oregon Department of Education, School Fall Report

In summary, the future success of Oregon's economy is dependent upon providing a well-educated and productive workforce. This increasingly means meeting the needs of the growing numbers of ethnic minority students who as adults must assume their rightful roles as workers. This will require dedication to removing those obstacles that continue to hinder their educational performance.

Minority Community Concerns

Members of the state's ethnic minority communities are skeptical of the ability of any new plan (including this Act) to improve the performance of their children. They point to the lack of change following previous goals and plans crafted by the State and local communities. They feel this occurs because school reform and improvement efforts are developed with little or no consideration for the needs of minority students. Therefore, they believe the reforms tend to impact students of color only marginally. Minority leaders call for increased awareness, respect and appreciation for ethnic and cultural differences by Oregon's predominantly white educators.

Several minority organizations have responded specifically to various provisions of the *Oregon Educational Act for the 21st Century*. It is important to notice that the concerns and recommendations of these groups — the Council on Diversity in Education, the Black United Front, and the American Indian/Alaskan Native Advisory Council — are very similar.

The Council on Diversity in Education (CODE) sponsored a conference at Oregon State University in October 1992. The purpose of this conference was to inform educators and community representatives about key components of the *Oregon Educational Act for the 21st Century*. The conference, entitled "Issues of Diversity in Oregon's Educational Reform," was attended by more than 160 educators and community members representing racial and ethnic minority groups from around the state. Conference attendees issued a general statement expressing their concern about a perceived lack of expertise and/or seriousness in addressing issues of equity and access. The statement included three recommendations to the Oregon Department of Education. They were:

1. *Include representation from diverse populations on decision-making or advisory bodies such as councils and task forces.* This would facilitate diversity needs being integrated into policy development and implementation rather than being "added on" later.

2. *Improve the capacity of schools to understand cultural and ethnic diversity.* This can be accomplished by a variety of strategies including integrating teacher education and training with reform changes and increasing efforts to hire additional minority teachers.

3. *Provide further avenues for minority group community representatives to exchange ideas with educators.*

CODE sponsored a follow-up conference April 29, 1994, in Salem to review progress made since the 1992 OSU meeting. The council continues to work with school districts and the Department of Education. In response to these suggestions from CODE, the Oregon Department of Education intensified efforts to address concerns of ethnic minority populations. The Superintendent created the Superintendent's Advisory Committee on Ethnic Diversity and appointed multi-ethnic representation. The Department of Education staff received inservice training on minority concerns and issues related to educational reform. In addition, the Oregon Professional Development Center is preparing publications (including this *Guide*) and statewide training to increase ethnic minority community involvement in the school reform agenda.

In 1991, the ***Black United Front*** of Portland appointed a task force to review school district programs and to identify specific actions needed to improve African American student achievement. The Front is also a participant in the "Hope and Hard Work Campaign." This is a citizen-empowering project in Portland that advocates for meaningful parent and community involvement in the school decision-making process. For example, the campaign has intervened with Portland Public Schools to maintain after-school school council meeting times that allow more parents to attend.

The ***American Indian and Alaska Native Advisory Council*** held a conference in 1993 on Oregon Indian Education. They submitted a set of goals and recommendations to the Department of Education in the *American Indian/Alaska Native Education State Plan*. The plan calls for:

- Increasing the state Indian Education Specialist position to full-time
- The creation of strong partnerships between American Indian/Alaskan Native (AI/AN) parents, tribal and community leaders, and the local school districts to monitor programs for AI/AN students
- Technical assistance to AI/AN communities in assessing needs and securing resources
- The identification of exemplary school programs for AI/AN students in the public schools
- Collection of data on AI/AN student achievement at grades 3, 5, 8, and 10
- Collection of data on graduation rates, dropout suspensions and enrollment rates by race, gender and grade level
- Awareness by teachers and school personnel of Oregon tribal history and culture.

The concerns identified by these three groups are very similar, and **Table 2** clearly shows similarities in their concerns and recommendations Each group represents hundreds of minority educators, parents, and community spokespersons in the state of Oregon.

Table 2
Concerns and Recommendations of the Minority Communities

Areas of the *Oregon Education Act for the 21st Century* in which concern and changes are recommended	Council on Diversity in Education	Black United Front	American Indian/ Alaska Native Advisory Council
Ethnic minority representation in school councils	✓	✓	✓
Training of school council members to guarantee effectiveness	✓	✓	✓
Increase the number of ethnic minority teachers	✓	✓	✓
Achieve parity by the year 2000 in the percentage of minority teachers to minority students	✓		
Teacher training in multi-cultural multi-ethnic education	✓	✓	✓
Schedule council meetings at a time convenient for parents to attend		✓	
Provide training that will prepare parents and community members to participate in school councils	✓	✓	
Provide information about important school matters to parents in their native language	✓	✓	
Make sure that the Oregon Report Card has information on schools, students and staff broken down by racial and ethnic groups and make that information available to the State Board of Education and the Superintendent			✓
Implement the state plan for the education of American Indian/Alaska Native students			✓
Reduce minority student drop-out rates	✓		
Provide cultural diversity training for school staff and the Oregon Department of Education	✓		✓

II. National Models for Educating Ethnic Minority Students

According to the Consortium for Policy Research in Education (1994), "for many minority students, progress made early on is slipping and is further endangered by encroaching poverty." The low levels of education found among minority and disadvantaged youth are a factor in America's weak showing in international comparisons of least skilled workers. Why is education failing minority and poor students? Past research blamed the poor academic performance of these students on their poverty and minority status (Coleman, et al., 1966). This popular and misguided belief assumed that schools could not change these students' academic performance. Subsequent research, however, has shown that academic performance, no matter the students' background, can change with an improvement in the quality of instruction. Specifically, changes in how time is spent in the classroom, how learning is organized, what curriculum materials are used, what attitudes are reinforced, what beliefs and values are operant, and what supportive conditions for teaching and learning are present do make a difference in student achievement (Sirotnik, 1990; Brophy and Good, 1986).

Research on classroom teaching was recently summarized in *Opportunity to Learn: Issues of Equity for Poor and Minority Students,* a publication of the National Center for Education Statistics (Stevens, 1993). Four important teaching factors were identified: content coverage, content exposure, content emphasis and quality of instructional delivery. These variables are recommended as a framework for analyzing and reporting student performance data and to investigate more substantially the reasons for differences in academic achievement. The emphasis of this framework is clearly placed upon the curriculum and instruction delivered to students. Students' characteristics are not the primary determinants that good learning takes place.

The Efficacy Institute, Inc. has been working to develop "21st Century Standards of Development" for black children. Jeff Howard lists four "Educational Objectives" that black children must reach to "attain the status of true citizenship in the world they will inherit and full participation in the 21st Century economy" (Howard, 1992, page 7). They are to:

- Master calculus at the Advanced Placement level
- Achieve fluency in at least one language in addition to English
- Demonstrate a capacity to write a literate, well-structured, well-researched 25-page essay on any topic deemed important by teachers and interesting to the student
- Demonstrate a capacity to live by strict, high ethical standards.

Howard states that these categories are not intended to be the exclusive focus of black student learning, but represent demonstrations of mastery of different categories of learning. This focus on performance matches the emphasis of the *Oregon Educational Act for the 21st Century.* The four objectives from the Efficacy Institute also match the Act through an academic emphasis with a foreign language proficiency and by speaking to required personal standards.

One area receiving attention in multi-cultural research is the relationship of learning styles to culture. That is, to what extent do different ethnic groups possess different learning styles which might

interact with teaching methods to lead to success or failure? Guild (1994) presents the current thinking of multi-cultural education researchers and lists several important issues where differences of opinion exist. They include:

- To what extent should educators acquire more explicit knowledge about particular cultural values and expectations?
- What is the proper response to the fact that the culture-learning style relationship affects student achievement?
- How can teachers working from their own cultures and teaching styles successfully reach diverse populations?

Guild concludes that cultures do have distinctive learning style patterns, but there is great variation among individuals within cultural groups. This means that educators must use diverse teaching strategies with all students. She points out that generalizations about a group of people often lead to naive inferences about individual members of that group. Thus, the challenge for educators is to be aware of cultural differences and needs, while not attributing group patterns too broadly to individual students.

Chenoweth (1992) examined three national school reform models for at-risk students that have been implemented widely and have research to indicate success. Each model starts from the same premise that every student can be successful in school. Interestingly, however, each emphasizes a different aspect of creating effective schooling. The three models are the Accelerated Schools model, developed by Henry Levin of Stanford University; the Success for All model of Robert Slavin and his associates at Johns Hopkins University; and the School Development model of James Comer from Yale University. The components of the *Oregon Educational Act for the 21st Century* incorporate strategies from each of these models.

The **Accelerated Schools** model stresses the importance of school organization. A high priority is to build teacher knowledge and teacher capacity for identifying and solving student-related problems. Instructional methods build upon enrichment approaches used with talented and gifted students, rather than focusing on students' learning specific facts and skills. A number of urban elementary schools with diverse populations have shown significant improvement in student learning with this model.

The **Success for All** model places primary importance upon improving the technology of teaching. The goal is to bring all students up to grade level in basic academic skills by the end of the third grade. Curriculum and instructional approaches are laid out in detail based on available research about what works best with at-risk students.

The **School Development** model emphasizes improving the relationship between schools and their communities, in particular between students and their parents. Building self-esteem and relationships and working together are combined with understanding of child development to improve school climate. No specific curriculum and instruction methods are prescribed. Rather, a school planning and management structure is implemented to build upon existing school strengths.

Cooperative learning is another important teaching method receiving research attention that has the potential to break down barriers to classroom learning. It is particularly promising for students who have previously been disengaged from the more competitive organization and activities of typical classrooms. Students are encouraged to work in heterogeneous groups where each member has a primary role to serve. Students are taught to support and respect one another. A common result in cooperative learning classrooms is that students find that they each possess different skills that are valuable to their group's work

In summary, the research indicates that to improve the academic performance of ethnic minority students requires that schools focus on several broad areas of reform. Schools need to improve the technology of instruction, to build teacher ability to address diverse student needs, to recognize both the cultural and individual differences in student learning styles, and to build strong community support and involvement.

III. The *Oregon Educational Act for the 21st Century*

Introduction and Implementation Timeline

The *Oregon Educational Act for the 21st Century* declares that a restructured educational system is necessary to achieve the state's goal of having the best-educated citizens in the nation by the year 2000 and a work force equal to any in the world by the year 2010. The Act is very clear in its declaration that "access to a quality education must be provided for all of Oregon's youth regardless of linguistic background, culture, race, gender, capability or geographic location." (2) This declaration presents a challenge for schools and their communities to provide a quality education to diverse students who as a group have not fared well previously.

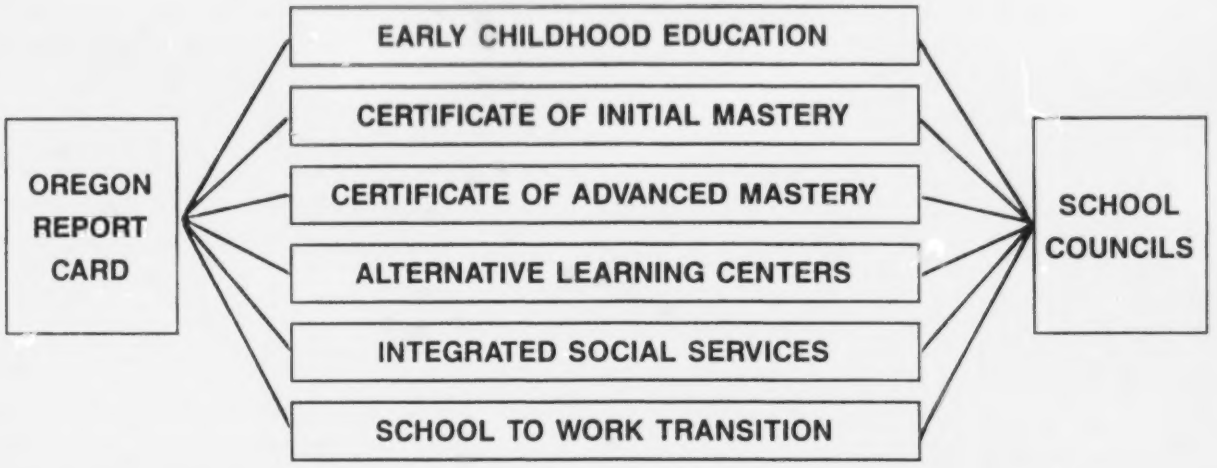
The Act expresses the belief that a "humane, responsible and informed citizenry be able to adjust and grow in a rapidly changing world." (3) To meet this goal the Act calls for equal and open access to school for all students. It states that all students can learn and establishes high, specific skill and knowledge expectations. Further, the Act recognizes that educating all students will require linguistically and culturally appropriate education as well as compensatory educational services for some students. The Act further states that to meet this goal students must be encouraged to learn of their heritage and their place in the global society.

To meet these high performance goals for Oregon's youth, the *Oregon Educational Act for the 21st Century* mandates major changes in the way schools and communities deliver education services. However, most details of change are left to be determined by the Department of Education and local school districts. The funding to implement these changes, however, is not allocated by the Act. Significant reallocation of resources and/or new resources will be considered during the implementation stages.

Eight major components of the Act will be discussed in this section. They are 21st Century School Councils, Early Childhood Education, Certificate of Initial Mastery, Certificate of Advanced Mastery, Integrated Social Services, Alternative Learning Centers, School-to-Work Transition, and the Oregon

Report Card. **Figure 4** shows how these components represent reforms at all stages of the developmental continuum from early childhood through high school transition to the work world. The Act also addresses school management of reform and accountability through 21st Century School Councils and the Oregon Report Card.

Figure 4
Reform Components



A timeline for key implementation steps of the *Oregon Educational Act for the 21st Century* is shown below in **Table 3**. The timeline marks the steps that each school district is required to take to implement the Act. The first important plan is due in January 1995 from each school district. This first plan will detail how they will implement a program leading to the Certificate of Initial Mastery (CIM) and how Learning Centers will be structured for students needing special assistance toward the CIM. School districts must then begin offering the full CIM program no later than the 1996-97 school year. The following year they must offer a program leading to the Certificate of Advanced Mastery (CAM).

Table 3
School Districts' Implementation Timeline

September 1992	One school council in districts with more than one building
September 1994	Every district has at least one school council
January 1995	School districts submit plan to state for implementation of Certificate of Initial Mastery and Learning Centers
September 1995	Every building has a school council
September 1996	Districts must offer Certificate of Initial Mastery program
September 1997	Districts must offer Certificate of Advanced Mastery program with academic and professional-technical endorsements

Major Components of the Act

The remainder of this section will present more specific information for each of the eight components of the Act listed above, including a definition and statement of purpose, implications for ethnic minority students, and a set of recommendations for successful implementation. The eight components are presented in the order in which school districts must address them.

1. 21st Century School Councils

The Act mandates that every school district create a **21st Century Schools Council** for each of its schools. Council membership is to include representatives from the teaching and classified staffs, the principal and a parent representative. The councils are charged to create plans to improve the schools' instructional programs, to establish staff development programs, and to develop and coordinate other aspects of school restructuring at the school site. Further, the Act requires that "the school districts shall insure that representatives from demographic groups of their school population be involved in the development of local improvement plans to achieve the goals." (4) The Act also requires school districts to improve opportunities for parents to be involved in establishing educational goals and to participate in decision making at the school site.

Implications

- Creation of 21st Century School Councils represents a fundamental shift for school districts to shared decision making. School improvement goals will be set by the councils in open meetings where the educational program of the school will be discussed and analyzed. This creates a basis for all groups to be included in the goal-setting process and an avenue for school officials to track resource allocation and learning performance for all student groups.

- School councils can be important vehicles to shape school goals to include diversity and equity issues. Councils are expected actively to seek and encourage the participation of ethnic minority community members and parents in the planning conducted by the councils. Doing so will ensure consideration of various points of view in important decisions.

- The creation of school councils is the first requirement for districts. All buildings are required to have a council by September of 1995. Many districts have already created councils for most of their buildings. The formation of these councils will continue during the 1994-1995 school year and beyond as councils weave new members and tasks into their operations.

Recommendations

1. The membership of a school council should reflect the diversity of the school. In schools with a majority of ethnic minority students, it is particularly important to appoint parents from those communities to the councils. The selection of such individuals should not, however, negate the need for *all* council members to represent the educational needs of all students.

2. School councils should develop specific strategies to seek the input of ethnic minority parents and community members in the development of school educational plans. One strategy is to work with special groups and advisory committees representative of the cultural diversity of the school's community.

3. When school councils collect data to develop an educational plan, they should include information on the achievement and conditions of their ethnic minority students.

4. Educational plans developed by school councils should specifically address the needs of the ethnic minority students.

5. School councils should include in their educational plan the necessary training for school personnel on the special needs of their minority students.

2. Certificate of Initial Mastery

The *Oregon Educational Act for the 21st Century* sets education performance standards for all students called the Certificate of Initial Mastery (grade 10) and the Certificate of Advanced Mastery (grade 12) that are to the highest standards in the world.

The Certificate of Initial Mastery (CIM) is defined as being "based on a series of performance-based assessments benchmarked to mastery levels at approximately grades 3, 5, 8, and 10 including, but not limited to, work samples, tests, and portfolios." (5) Table 4 shows the 11 CIM outcomes within their two domains: Foundation Skills and Core Applications for Living. The Foundation Skills are considered to be fundamental to being able to demonstrate integrated, complex performances. The Core Applications for Living provide the context for identifying the knowledge and skills students will need to be successful in the future. A successful person must be able to apply knowledge and skills flexibly and in ways that go beyond subject matter boundaries. Thus, students can solve the complex problems and tasks they will face as adults.

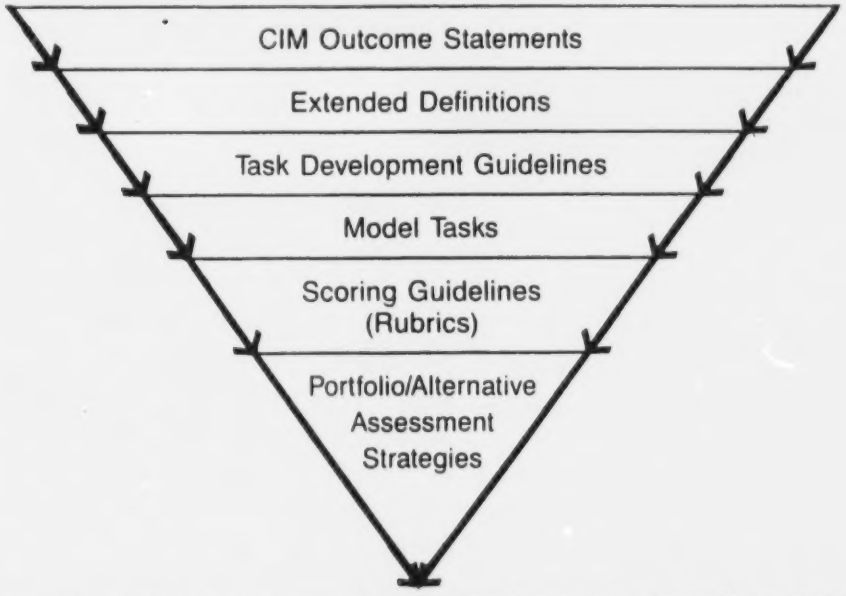
Table 4
Specific CIM Outcomes by Domain

Foundation Skills	Core Applications for Living
• Think	• Deliberate on Public Issues
• Self-Direct Learning	• Understand Diversity
• Communicate	• Interpret Human Experience
• Use Technology	• Apply Science and Math
• Quantify	• Understand Positive Health Habits
• Collaborate	

State-appointed task forces are working to define a complete student Certificate of Initial Mastery assessment system for each of the CIM outcome areas. This work begins with an existing "extended definition," which is typically one to three paragraphs describing the important components of the

outcome. The assessment system, as represented in **Table 5**, consists of the extended definition, a set of guidelines for developing performance tasks, a set of model tasks, and a "rubric" or scoring guide for each major component of the outcome as defined in the extended definition. Students will accumulate samples of their work over time in a "cumulative portfolio," from which they can choose to demonstrate their learning for that outcome.

Table 5
Levels for State of Oregon CIM Assessment System



The Act requires school districts to provide additional services, including alternative learning environments if necessary, to students who are not making satisfactory progress toward a Certificate of Initial Mastery. Students are also allowed to transfer to other schools or districts if they are not making satisfactory progress. By January 1, 1995, school districts are to develop programs that lead to such a certificate.

In terms of the 11 CIM Outcomes, the **Understanding Diversity Outcome** is of great importance to minority communities. This outcome calls for all students to "understand human diversity and communicate in a second language, applying appropriate cultural norms." (Oregon Department of Education, 1994a, page 5) The **Extended Definition** of this outcome declares that a student should be able to:

- Analyze his/her own culture and recognize the influences that have shaped thinking and behavior.
- Explain how perceptions of differences among people (e.g., cultural, racial, ability level, gender) may enrich our lives or may lead to stereotyping, miscommunication, discrimination and the denial of human rights.
- Analyze systematically the interaction between cultural populations, in order to gain awareness and sensitivity to both human diversity and cultural identity.
- Recommend strategies to reduce tension, resolve misperception and conflicts relating to human diversity.

- Comprehend and respond to spoken messages and commands and maintain a simple conversation that shares information in a second language.

- Recognize body language gestures and other aspects of culture which affect communication.

- Read and comprehend basic material encountered in everyday life in a second language and write to meet practical needs.

Implications

- The Certificate of Initial Mastery component of the *Oregon Educational Act for the 21st Century* mandates performance-based assessment of students at grades 3, 5, 8 and 10. This provides all students important feedback on their progress toward achieving the CIM at grade 10. This can be important information to monitor progress of minority students at the early benchmark levels. Problems can be identified early so that support can be arranged.

- The standards developed for each outcome area of the CIM are also important to monitor to ensure lack of cultural bias. The variety of potential activities to meet CIM requirements should provide all students the ability to show their competence.

- The inclusion of the Understanding Diversity outcome is potentially positive for all students, especially ethnic minority students. Students will, for the first time, be required to *demonstrate* cultural competence; and teachers and schools will need to develop the expertise and curriculum to prepare students to meet this outcome. In addition, students who have a native language other than English can use their first language to meet the language requirement of this outcome.

Recommendations

1. Schools should provide early and accurate identification of students who are not making adequate progress toward the Certificate of Initial Mastery.

2. Individual needs should be identified for each student who is failing to make progress toward a CIM. The *Oregon Educational Act for the 21st Century* mandates the creation of Alternative Learning Centers for these students. Schools should be encouraged to provide additional services in a positive and non-labeling manner.

3. School educational plans developed by the school councils should be monitored to ensure they include the necessary instruction on cultural differences and intercultural communication and cooperation required by the Understanding Diversity outcome.

4. School improvement plans should offer second-language instruction to all students as soon as possible. This will be challenging for many schools, but it is an important requirement of the Act.

5. Schools should take advantage of existing knowledge about effective instructional approaches and programs for minority and disadvantaged students.

3. Alternative Learning Centers

The Act requires the establishment of **Learning Centers** for students who leave school before attaining a Certificate of Initial Mastery. School districts are required to assign their per-pupil funding allocation for any such student assigned to the Learning Center. The term "Learning Centers" tends to imply that these entities would be separate from the schools. But these Centers can be operated as schools-within-schools or as alternative programs. The State Board of Education is presently using the concept of "alternative learning environments," rather than "Learning Centers," to insure that the option for schools to operate these centers is recognized.

Implications

- There are both opportunities and dangers in the Learning Centers. They may be very helpful in providing another chance to students who are not succeeding in public schools. However, if poorly designed and implemented, they run the risk of becoming dumping grounds for students whom schools are unable to reach with established programs.

- The Learning Center mandate offers the potential for creating innovative and effective means of reaching students who are not making acceptable progress toward a Certificate of Initial Mastery. Community colleges and other entities will be allowed to operate these centers. Such centers will coordinate services to students and work closely with social service agencies.

Recommendations

1. Plans for these Learning Centers should be monitored carefully to ensure they are of the highest educational quality, accomplish the task of helping students receive a Certificate of Initial Mastery and do not become "dumping grounds" for non-achieving students.

2. Learning Centers will need to provide a wide range of services. Potential services include child care, parental training, English as a Second Language or bilingual services, or referral to social services.

3. Learning Centers should provide maximum flexibility for students to both enter and transition to their former or other appropriate programs.

4. Schools that find themselves placing large numbers of students in alternative Learning Centers should review their practices to determine why more are not completing the CIM in established school programs. They should be encouraged to make every effort to improve student success before students are moved to alternative Learning Centers.

5. School officials and school councils should prepare for anticipated changes in regulations regarding the use of federal funds provided for the education of disadvantaged students. The new regulations promise to give schools more flexibility in how these funds may be used.

4. Certificate of Advanced Mastery

After students successfully complete the Certificate of Initial Mastery, they will begin work on the Certificate of Advanced Mastery (CAM). The CAM will involve at least two years of work and study to prepare them to make choices about their future after high school. In most cases, students will achieve the Certificate of Advanced Mastery at grade 12. Students must demonstrate mastery through performance-based assessments, including work samples, tests, portfolios and other means.

All indications are that the Oregon Department of Education may advocate for the recognition of a core set of skills and knowledge in Mathematics, Science, English and History to be part of the completion of a Certificate of Advanced Mastery. This core may provide opportunities for students to prepare appropriately for their chosen program strands, and it may facilitate the acquisition of essential transferable skills no matter what strand they select. Each student will apply learning in the core subjects to his or her chosen strand. The six program strands for the Certificate of Advanced Mastery are:

- Arts and Communication
- Health Services
- Human Resources
- Industrial and Engineering Systems
- Business and Management
- Natural Resources

The provision of the six program strands will necessitate considerable flexibility regarding the opportunities for life experiences and the demonstration of knowledge through performance. Some communities are limited in their access to occupational and life experiences in the six strands; distance learning, simulations and the prioritization of strands may be required.

All students will have an individualized plan that focuses on achieving the outcomes within a content area. The Certificate of Advanced Mastery strands are to be designed to facilitate movement between the strands to encourage choice and mobility. The program leading to the CAM must be designed so that it may lead "to a college preparatory or academic professional technical endorsement, or both." (6)

Programs leading to the Certificate of Advanced Mastery may be undertaken in a public school, community college, or public professional technical school, or any combination thereof, and must involve at least two years of study or a combination of work and study. The Act provides for funding to follow each student. School districts must institute programs leading to a CAM no later than September, 1997.

Implications

- Educators will be challenged to redesign the final two years of high school in a way that does not track students into separate areas of the curriculum. The law requires the Certificate of Advanced Mastery program to allow maximum student flexibility of movement between technical and academic programs.

- The final two years of high school will become more of a transition from school to work or to other learning environments. Students will spend time in some combination of college courses, professional-technical training, and internships and apprenticeships. Thus the transition from school to work will not be as abrupt as is presently the case.

- There is a great deal of concern in the ethnic minority communities that the Certificate of Advanced Mastery will force minority students to select less academically challenging majors. Their lower performance on standardized tests could cause them to shy away from the college preparatory curriculum.

Recommendations

1. Special provisions should be made to monitor the distribution of students into the CAM program areas to assess if ethnic minority students participate equally in all program areas.

2. Ethnic minority students should be prepared and encouraged to pursue college preparatory courses. They should be exposed to professional opportunities through role models and mentors.

3. Adult mentors should be used to provide positive role models for students. One important source of mentors should be minorities in business and the professions and high skill occupations.

4. Higher education should make more pre-college transition experiences available. The Oregon State System of Higher Education should continue its efforts to recruit and assist ethnic minority students. Programs like the federally funded Upward Bound are models of effective recruitment and preparation that can be replicated to increase minority college student enrollment.

5. The Under-represented Minority Achievement Program of the Oregon State System of Higher Education should continue. It has proven to be successful in increasing the number of minority students attending Oregon public colleges and universities.

6. Post-secondary enrollment should be reviewed after the institutionalization of the Certificate of Advanced Mastery to determine if it is having a positive effect on the number of ethnic minority students enrolling in college.

7. Providers of Certificates of Advanced Mastery must coordinate their efforts with opportunities for school-to-work transition programs and professional-technical education programs in community colleges and other institutions.

8. Opportunities for ethnic minority students to participate in professional-technical programs of high quality should be monitored and encouraged.

5. Early Childhood Education

The *Oregon Educational Act for the 21st Century* recognizes the importance of early childhood education. The Act sets a goal of serving 50 percent of Head Start-eligible students by 1996 and all eligible students by 1998. While no new funds were allocated, the Act set a high priority for new resources and funds to be spent in the areas of early childhood education and the primary grades.

The Act creates the Early Childhood Improvement Program to target services to "at-risk' children and families. It states that programs must be sensitive to individual differences of children, such as cultural background. In addition, the Act calls for creating a bridge from early childhood experiences to primary schooling by requiring schools to investigate the use of nongraded or mixed-age-group classes for Kindergarten to grade 3. Specifically, schools are charged with implementing "developmentally appropriate" programs for all students. (7)

Implications

- The early childhood and primary grade sections of the Act may be some of the most important for poor and ethnic minority students. Full funding of early childhood education programs would impact large numbers of these students.

- At-risk students may be better served by improvements in parenting education, child-parent centers, and extended pre-Kindergarten programs than by any other measure in the Act.

- Teaching practices that are sensitive to differences in levels of readiness may significantly increase the number of poor and minority students who begin their school careers on a path to success.

Recommendations

1. School councils, school officials and minority community members should encourage the state legislature to maintain its commitment to fully fund Head Start programs by 1998.

2. Schools and social service agencies must work closely to identify, develop and evaluate the most effective early childhood programs for children and their parents.

3. Findings on the best developmentally appropriate practices should be shared widely by early childhood programs and primary age programs.

6. Integrated Social Services

The *Oregon Educational Act for the 21st Century* establishes principles for integrating health and social services for children and their families at or near school sites. This is for the purpose of "generating interagency coordination . . . so as to serve to the greatest extent possible young children and their families in a comprehensive and developmentally appropriate fashion." (8)

This section of the Educational Act impacts services received from all governmental agencies, including schools. It requires all programs serving children to demonstrate their contribution to state goals and priorities, develop interagency and public-private partnerships, use data from state advisory boards and from the Oregon Community Children and Youth Services Commission when developing new services or programs, and identify barriers to serving children successfully.

Finally, this section of the Act emphasizes the importance of providing services that "reflect the importance of integration and diversity to the maximum extent possible in regard to characteristics such as race, economics, sex, creed, capability, and cultural differences." (9)

Implications

- Children must be healthy and receiving support from their families to do their best in school. The goals of this section of the Act are very worthy, but will require much vigilance at many levels of government and education to be realized. The close coordination called for between service agencies and schools suggests new and challenging roles for both.

Recommendations:

1. School councils and school officials should include in their educational plans a process for integrating available federal, state and county social services for students and their families.

2. Schools should participate in cooperative planing activities with social service agencies to create a service system that is efficient and reduces duplication.

3. The legislature should remove bureaucratic barriers to encourage state agencies to work together at the school site to ensure student success.

4. As with other components of the Act, care must be taken to collect data on implementation and outcomes that can be analyzed for a number of groups, including by gender and ethnicity.

7. School-To-Work Transition

The Act requires the development of comprehensive education and training programs for two- to five-year academic professional-technical endorsements and associate degrees. Specifically, the Oregon Department of Education, community colleges and the Oregon State System of Higher Education are to work with business and labor to develop curriculum and performance standards for school-to-work programs.

Implications

- This component of the *Oregon Educational Act for the 21st Century* is in the early stages of development. It obviously has strong and positive implications for all students, including ethnic minority students particularly when such school-to-work programs are widely implemented.

- This section recognizes another important transition period of children's education and requires higher education and public schools to work together for the betterment of students.

- Availability of space may be an important problem to overcome, especially at community colleges, when large numbers of students are involved in these programs.

Recommendations

1. High schools, community colleges and four-year colleges should monitor over time the proportion of minority and under-represented groups who attend four-year institutions. Community colleges should provide an important educational link to the work world for minority students but should not become their only viable choice for post-secondary education.

2. Given the recognized shortage of education professionals from ethnic minority backgrounds, the higher education system should place priority on the expansion of the preparation of ethnic minority individuals for all fields of education. The Portland Teachers Program (a partnership between Portland Public Schools, Portland Community College and Portland State University) is a successful model that should be expanded and replicated.

8. The Oregon Report Card

The *Oregon Educational Act for the 21st Century* requires the issuance of the Oregon Report Card beginning September 30, 1992, to determine progress toward the goals and principles of the Act. The report allows schools to determine the success of their programs and recognize progress and improvement. Information in the Oregon Report Card includes student achievement, student support services provided, school staff profile, budget information, graduate follow-up, descriptions of exemplary programs, and other pertinent information obtained through the school/district information system.

The Oregon Report Card increases public accountability for school achievement. The Act requires that representatives from the school's demographic groups be involved in the development of local improvement plans. Schools must conduct detailed self-evaluations that review "demographics, student performance, student access to and utilization of educational opportunities, and staff characteristics." (10) The Act mandates the development of a comprehensive statewide school information system to monitor outcomes. The Oregon Department of Education is required to provide information on student performance for all districts. Information about student and minority group achievement, graduation and dropout rates must be reported. The Act also requires reporting of student access to and utilization of educational and support services and the number of minority teachers and administrators.

The Oregon Report Card will also serve as a source of information for the Legislature for future decision making. Educators are required to gather and report information in a much more sophisticated manner than in the past. Schools are expected to use the information as the basis for goal-setting and measuring progress in achieving goals.

Implications

- This provision of the Act provides opportunities to organize student information by race, ethnicity, sex, and socio-economic status, and to determine whether undesired tracking exists.

- The information in the Oregon Report Card can be an invaluable tool over time for demonstrating whether or not progress is being made by minority students. Results will indicate the extent of inequity and the need for further efforts to ensure equal opportunity.

- The accountability and reporting requirements of the Oregon Report Card will make information about public schools much more available to parents, community members and school officials.

Recommendations

1. Schools should be careful to collect information by ethnicity and gender and to make that information available in the school's educational planning process and to the state agencies.

2. School councils should review the data collected and be involved in the evaluation of curriculum and program results over time. They should in particular look for significant improvement in performance of ethnic minority students as new programs are implemented.

IV. Recommendations by Component Area of the *Oregon Educational Act for the 21st Century*

COMPONENTS	RECOMMENDATIONS
21ST CENTURY SCHOOL COUNCILS	1. The membership of a school council should reflect the diversity of the school. In schools with a majority of ethnic minority students, it is particularly important to appoint parents from those communities to the councils. The selection of such individuals should not, however, negate the need for *all* council members to represent the educational needs of all students. 2. School councils should develop specific strategies to seek the input of ethnic minority parents and community members in the development of school educational plans. One strategy is to work with special groups and advisory committees representative of the cultural diversity of the school's community. 3. When school councils collect data to develop an educational plan, they should include information on the achievement and conditions of their ethnic minority students. 4. Educational plans developed by school councils should specifically address the needs of the ethnic minority students. 5. School councils should include in their educational plan the necessary training for school personnel on the special needs of their minority students.

COMPONENTS	RECOMMENDATIONS
CERTIFICATE OF INITIAL MASTERY	1. Schools should provide early and accurate identification of students who are not making adequate progress toward the Certificate of Initial Mastery. 2. Individual needs should be identified for each student who is failing to make progress toward a CIM. The *Oregon Educational Act for the 21st Century* mandates the creation of Alternative Learning Centers for these students. Schools should be encouraged to provide additional services in a positive and non-labeling manner. 3. School educational plans developed by the school councils should be monitored to ensure they include the necessary instruction on cultural differences and intercultural communication and cooperation required by the Understanding Diversity outcome. 4. School improvement plans should offer second language instruction to all students as soon as possible. This will be challenging for many schools, but it is an important requirement of the Act. 5. Schools should take advantage of existing knowledge about effective instructional approaches and programs for minority and disadvantaged students.

COMPONENTS	RECOMMENDATIONS
ALTERNATIVE LEARNING CENTERS	1. Plans for these Learning Centers should be monitored carefully to ensure they are of the highest quality and accomplish their role of helping students receive a Certificate of Initial Mastery. 2. Learning Centers will need to provide a wide range of services. Potential services include child care, parental training, English as a Second Language or bilingual services, or referral to social services. 3. Learning Centers should provide maximum flexibility for students to enter and transition to their former or other appropriate programs. 4. Schools that find themselves placing large numbers of students in Alternative Learning Centers should review their practices to determine why more are not completing the CIM in established school programs. They should make every effort to improve student success before students are moved to Alternative Learning Centers. 5. School officials and school councils should prepare for anticipated changes in regulations regarding the use of federal funds provided for the education of disadvantaged students. The new regulations promise to give schools more flexibility in how these funds may be used.

COMPONENTS	RECOMMENDATIONS
CERTIFICATE OF ADVANCED MASTERY	1. Special provisions should be made to monitor the distribution of students into the CAM program areas to assess if ethnic minority students participate equally in all program areas. 2. Ethnic minority students should be prepared and encouraged to pursue college preparatory courses. They should be exposed to professional opportunities through role models and mentors. 3. Adult mentors should be used to provide positive role models for students. One important source of mentors should be minorities in business and the professions. 4. Higher education should make more pre-college transition experiences available. The Oregon State System of Higher Education should continue its efforts to recruit and assist ethnic minority students. Programs like the federally funded Upward Bound are models of effective recruitment and preparation that can be replicated to increase minority college student enrollment. 5. The Under-represented Minority Achievement Program of the Oregon State System of Higher Education should continue. It has proven to be successful in increasing the number of minority students attending Oregon public colleges and universities. 6. Post-secondary enrollment should be reviewed after the institutionalization of the Certificate of Advanced Mastery to determine if it is having a positive effect on the college enrollment of ethnic minority students. 7. Providers of Certificates of Advanced Mastery must coordinate their efforts with opportunities for school-to-work transition programs and professional-technical education programs in community colleges and other institutions. 8. Opportunities for ethnic minority students to participate in professional-technical programs of good quality should be monitored and encouraged.

COMPONENTS	RECOMMENDATIONS
EARLY CHILDHOOD EDUCATION	1. School councils, school officials and community members should encourage the state legislature to maintain its commitment to fully fund Head Start programs by 1998. 2. Schools and social service agencies must work closely to identify, develop and evaluate the most effective early childhood programs for children and their parents. 3. Findings on the best developmentally appropriate practices should be shared widely by early childhood programs and primary age programs.

COMPONENTS	RECOMMENDATIONS
INTEGRATED SOCIAL SERVICES	1. School councils and school officials should include in their educational plans a process for integrating available federal, state and county social services for students and their families. 2. Schools should participate in cooperative planning activities with social service agencies to create the kind of service system that is efficient and reduces duplication. 3. The legislature should remove bureaucratic barriers to encourage state agencies to work together at the school site to ensure student success. 4. As with other components of the Act, care must be taken to collect data on implementation and outcomes that can be analyzed for a number of groups, including by gender and ethnicity.

COMPONENTS	RECOMMENDATIONS
SCHOOL-TO-WORK TRANSITION	1. High schools, community colleges and four-year colleges should monitor over time the proportion of minority and under-represented groups who attend four-year institutions. Community colleges should provide an important educational link to the work world for minority students, but should not become their only viable choice for post-secondary education. 2. Given the recognized shortage of education professionals from ethnic minority backgrounds, the higher education system should place priority on the expansion of the preparation of ethnic minority individuals for all fields of education. The Portland Teachers Program, a partnership between Portland Public Schools, Portland Community College and Portland State University, is a successful model that should be expanded and replicated.

COMPONENTS	RECOMMENDATIONS
THE OREGON REPORT CARD	1. Schools should be careful to collect information by ethnicity and gender and to make that information available to the state agencies and the schools educational planning process. 2. School councils should review the data collected and be involved in the evaluation of curriculum and program results over time. They should in particular look for significant improvement in performance of ethnic minority students as new programs are implemented.

V. Additional Resources

This section identifies some of the resources in the state of Oregon that can be helpful to community and school members who are interested in addressing the challenges posed by diversity. Staff training resources, curriculum materials, technical assistance centers, programs for minority and bilingual teachers, partnerships, collaborations and other programs designed to build capacity regarding issues of diversity and schools are included. This is not intended to be an exhaustive listing of these resources, but rather a beginning place for seeking assistance.

1. **Career And Equity Resource Center**
   June Tremain, Director
   2508 NE Everett
   Portland Oregon 97232
   (503) 280-6565

   The Career and Equity Resource Center was created through a collaborative agreement between the Center for National Origin, Race and Sex Equity of the Northwest Regional Educational Laboratory and the Career and Technical Education Department of the Portland Public Schools. The Center provides access for Northwest educators to a collection of career and resource materials to help teachers create equitable classrooms and to meet the three components of career education: self-knowledge, knowledge of work, and career planning and decision making.

   The Center has state-of-the-art resources including hard and soft cover books, videotapes, films, audiocassettes, posters and manipulatives. Oregon and Northwest Educators are welcome to borrow materials on Multicultural Education; Race, National Origin and Sex Equity; Career Information/Job Awareness; Cooperative Learning; Diversity.

2. **Center for National Origin, Race and Sex Equity**
   Ethel Simon-McWilliams, Director
   Northwest Regional Educational Laboratory
   101 S.W. Main Street, Suite 500
   Portland, Oregon 97204
   (503) 275-9603

   Objectives:

   - Assist with the preparation, revision, adoption and implementation of national origin, race, and sex desegregation plans.
   - Assist in identifying and addressing biased and discriminatory actions as they affect students, staff, parents and the community.
   - Serve as a resource and provide other support to staff in counteracting biased textbooks, instructional strategies, testing materials and other curricular materials and school resources.
   - Provide support and networking to identify minority group personnel for positions in which they are under-represented; to prevent discrimination and bias in hiring; and to foster awareness of equitable treatment of school employees regardless of race, sex or national origin.

- Assist school districts with implementation of magnet schools assistance programs and provide technical assistance for development of such programs.
- Help identify and resolve education and human relations problems that may arise in meeting the requirements of various anti-discimination laws.
- Participation in educational decision making, especially by minority groups.

Clients:

- School Districts

3. **Council On Diversity In Education**

Thomas Coley, President
P.O. Box 3175
Eugene, Oregon 97403-0175
(503) 346-5270

The Council on Diversity in Education (CODE) was organized in 1992 to address cultural and ethnic diversity issues in the implementation of the *Oregon Educational Act for the 21st Century.* The Council has sponsored two statewide conferences and developed reports to the Oregon Department of Education outlining issues and needed actions. CODE will continue to address key areas of concern including Teacher Preparation and Professional Development; Fairness in Assessment of Students, Reduction in Minority Group Attrition and Equity in Opportunities for Success. Teachers, parents and those who can speak for parents are welcome to work with CODE. The Council hopes to achieve the following outcomes:

- Stay abreast of what policymakers and implementers are doing to achieve diversity in education reform and assess their efforts.
- Identify and clarify a culturally/ethnically responsive agenda and goals useful for educational agencies, schools and community organizations.
- Discuss the process to form coalitions/councils to address local issues and to network with statewide councils.

4. **Interface Bilingual Education Multifunctional Resource Center. Region XI**
Interface Network
4800 S.W. Griffith Drive, Suite 202
Beaverton, Oregon 97005
(503) 644-5741

Major Functions:

- Provide services for building the capacity of districts to improve or institutionalize instructional programs and other support services specifically designed for Limited English Proficiency students.

- Gather and provide information to school districts and other Multi-functional Resource Centers on Parent Education.
- Coordinate with state educational agencies in the delivery of technical assistance in project management, capacity building, needs assessment and instructional design, for programs of bilingual education.

Clients

- Title VII bilingual projects
- Other federally funded bilingual projects
- State-funded bilingual projects

5. **Interface Diversity Center**
Esther Puentes, President
Interface Network
4800 S.W. Griffith Drive, Suite 202
Beaverton, Oregon 97005
(503) 644-5741

This technical assistance center provides training and information at no cost to Oregon school districts in:

- Cultural Diversity Training
- Gender Equity Training
- Training and Technical Assistance to education agencies in the preparation, adoption and implementation of equity plans
- Assistance in the development of local capacity of school personnel and community members to effectively educate culturally and linguistically diverse populations
- Training on effective methods and strategies to address educational challenges occasioned by discrimination.

6. **Northwest Equals**
Peggy Noon, Director
Portland State University
P.O. Box 1491
Portland, Oregon 97207-1491
(503) 725-3045

Northwest Equals is a mathematics and science education program serving educators and parents in grades K-12. Its purpose is to increase the participation by all students in science, mathematics and technology studies with a focus on historically under-represented female, ethnic and racial minority students. Equals is a way of thinking about mathematics, science, computers, career choices, equity, student assessment and the process of learning. Its activities include teacher education, family learning and curriculum improvement projects which demonstrate its goals.

7. **Oregon Indian Education Association**
Twila Souers, President
720 Nantucket
Eugene, Oregon 97404
(503) 687-3489

This professional organization provides assistance to teachers through conferences and newsletters designed to promote appropriate education for and about Indian people. Membership is $10 per year.

8. **Oregon Department of Education**
Office of Civil Rights
Oregon Department of Education
Public Service Building
255 Capitol Street N.E.
Salem, OR 97310-0203
(503) 373-0790

Merced Flores, Assistant Superintendent Compensatory Education and Federal Programs, Ext. 675
John Lenssen, Education Specialist, Student Services and Civil Rights, Ext. 678
Robin Butterfield, Specialist, Indian Education and Civil Rights, Ext. 674
Gloria Muniz, Migrant Specialist, Ext. 676

Provides technical assistance to any requesting school district on race, national origin and language issues. Areas of assistance: staff development, curriculum resources and other requested services.

9. **Oregon Professional Development Center**
Kathy White, Program Coordinator
P.O. Box 2680
Eugene, Oregon 97402
1-800-358-2486
Fax (503) 461-8297

The purpose of the Oregon Professional Development Center (OPDC) is to assist schools and districts statewide to implement the *Oregon Educational Act for the 21st Century* as it pertains to the formation of school councils. Specifically OPDC provides service in three areas:

- Direct service to school districts in the development and functioning of 21st Century School Councils
- Setting up regional delivery systems
- Coordinating statewide interagency collaboration

VI. References

A. Citations from the *Oregon Educational Act for the 21st Century*

(1) Section 2(3)

(2) Section 2(2)

(3) Section 1b

(4) Section 8

(5) Section 20(2)

(6) Section 25

(7) Section 19f

(8) Section 4b(2)

(9) Section 4a(2)

(10) Section 8

B. Publications

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A Guide for School Councils and Minority Communities

The Oregon Educational Act for the 21st Century: Implications for Ethnic Minority Students

► A Summary Document ◄

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PARTNERS IN SERVICE TO OREGON SCHOOLS

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1. Introduction

The Oregon Professional Development Center (OPDC) was created by the Oregon Department of Education to support school councils in the state as they make local changes to meet the requirements of the *Oregon Educational Act for the 21st Century*. The OPDC provides services that are guided by the following principles:

- School improvement strengthens the performance of **all** students.
- Authority and responsibility for improvement must be centered in schools.
- Significant change takes time and calls for continuous improvement.
- School improvement is built on knowledge and skills.
- Schools vary in their needs and rate of change.
- Ongoing support is crucial.
- Collaboration is necessary to meet multiple support needs.
- Expanding the capacity of individuals and organizations is the key to lasting success.

Students in Oregon schools are becoming a more and more diversified group, mirroring the changes in the state's population. Newcomers are arriving from other parts of the country — and from other countries — at a high rate, and this diversification is expected to continue, here and throughout the United States.

Whether they stay in the state or move to other locations, all Oregon students will need to be able to work and live in communities with people whose backgrounds differ from their own. And Oregon's schools need to provide all these students with the skills they will need to be successful in a multicultural world.

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The *Oregon Educational Act for the 21st Century* requires that schools provide access to quality education for all Oregon students, regardless of linguistic background, culture, race, gender, capability or geographic location. The act states that all students can learn, and it establishes high, specific skill and knowledge expectations. The Act recognizes that educating all students will require linguistically and culturally appropriate education, as well as compensatory educational services for some students. In addition, the Act states that to meet this goal, students must be encouraged to learn of their heritage and their place in the global society.

21st Century School Councils will be established at every school in Oregon, charged with three main areas of work: improving instructional programs, establishing staff development programs and developing and coordinating school improvements in compliance with the Act. Councils must consider the needs of minority students in all these areas.

There are components of the Act that may have particular relevance to minority students:

- Schools are obligated to help **all** students, regardless of background, to reach specific levels of performance leading to the Certificate of Initial Mastery and the Certificate of Advanced Mastery.
- Schools must provide alternative learning situations for students whose learning styles require a "hands-on" or personalized style of instruction.
- School Councils must reach out and include all members of their schools' communities in decision making and in all stages of the school improvement process.

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- **One of the mandated outcomes for the Certificate of Initial Mastery is that all students will "understand human diversity and communicate in a second language, applying appropriate cultural norms."**

As School Councils implement the *Oregon Educational Act for the 21st Century*, these requirements will be critical, and Councils will need to find ways to help all their students achieve.

Recommendations for School Councils

School Councils have an obligation at all stages in their work to look at the implications for minority students. A School Council should demonstrate broad-based inclusiveness in its membership, in its decision making processes, and in its planning and implementation of school improvements.

The following recommendations for School Councils and community members are ways to increase participation from minority community members and to increase opportunities for all students to do well in school. Each section includes questions to guide Councils as they look at issues related to minority students.

Council Formation and Operation

A common goal for School Councils is to link schools with all community populations through systematic communications. School councils should establish strategies that will give representatives from minority group communities equitable representation. This can take place by choosing minority community members for the Council, and by assigning members to critical committees that will provide chances for leadership and input.

Individual Council members can be responsible for communicating with several minority communities. Council representatives, in turn, can speak with representatives of community groups to widen the spread of the network for continuous information exchange. School Councils should recruit representatives from the community to serve on outstanding committees related to curriculum content, school operations, student grading, alternative assessment and other aspects of school improvement. This approach creates a two-way communication link between the Council and community members.

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What critical links currently exist between the school and the communities it serves? Consider the following:

- Identify the current level of participation from the community and who participates in terms of community organizations (religious, political, social, etc.) providing direct links to minority communities.
- Provide information or assistance by forging links with county, state or federal social service programs serving students and families.
- Identify and reach out to parents of minority students.
- Create two-way communication between the Council and minority communities.
- Publicize Council activities in ways that will truly inform the community.
- Train prospective and current Council members in their roles and responsibilities. Establish procedures to inservice new members and assist them to feel included.

Curriculum planning

School Councils must actively include all students' needs in curriculum planning. Council members can scan the literature about effective instructional programs and approaches for minority and disadvantaged students and integrate ideas for use in their own schools.

In addition, the curriculum must include an analysis of cultural influences, cultural diversity, and the development of effective cross-cultural communication skills. Plans for second-language instruction implementation in early grades should be completed as soon as possible. For students who are not doing well in traditional classrooms, positive, non-labeling alternative learning environments must be established.

Councils must also insure there are procedures to collect data that compare the performance levels of students by race/ethnicity. These data will quickly and clearly identify the needs of these students and are critical to finding ways to meet those needs.

In addition, school councils must consider:

- How will data about minority student performance be collected and evaluated?
- What research about effective school programs is available and how can it be accessed?
- How can instruction about cultural differences and intercultural communication and cooperation be included in curriculum for all students?
- How will second-language instruction be implemented? At what levels? When?
- What will the alternative learning environments for your students look like and how will they be operated?
- What safeguards will be established to avoid overplacement of students in alternative learning environments?
- How can minority community members become involved as role models, mentors or in school-to-work situations?

These issues can be refined through community-based dialogue either in focus groups or through appointed subcommittees/task force groups.

Implementing school improvements

As school improvements are implemented, School Councils must closely monitor school operations to assure continued focus on meeting minority students' needs. Regular review of improvement procedures and processes is imperative so the Council can adjust to meet changing minority student needs.

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In the regular collection of data on student performance, information should always be available on minority students. Information broken down by race, gender and ethnicity will present a good picture of students' needs.

Councils need to plan for ways for early and accurate identification of students whose progress toward the Certificate of Initial Mastery is not adequate. They should plan to keep a close watch on the numbers and backgrounds of students moved to alternative learning environments to assure that placement is appropriate for the learning style of the student and not based on racial or socio-economic status.

Monitoring systems should be established to find out why these students aren't having more success in progressing toward the CIM. Cooperative work with social service agencies may lead to systematic assistance that contributes to student success.

As the school moves toward full implementation of the Act, Councils should watch to see that minority students are participating equitably in all areas of the Certificate of Advanced Mastery program. It would also be valuable to develop ways to monitor what students do when they leave high school: How well are they being prepared for the next steps in their lives?

- Who will be responsible for the regular collection and evaluation of data on minority student performance? How often will it be done?
- How will minority students be monitored to identify those whose early progress toward the CIM is not adequate?
- What kinds of interventions will occur at each level?

- What checks and balances will be used to assure that no aspect of the program becomes a dumping ground for minority students?
- How can social service agencies work systematically with the school to provide support for minority students?
- What policies and procedures will support minority student involvement in all CAM programs?
- How will the school collect and evaluate data on students after they leave high school?
- What system can be created to assure the Council assesses and adjusts procedures and processes to meet changing student needs?

Staff development planning

Staff development is key to insuring that schools prepare students to live productively in a rich multicultural world. Beyond providing opportunities for minorities to participate in school councils, the entire workforce needs to develop understanding of the issues of diversity. In short, it must become the business of schools to weave an understanding and sensitivity to issues of cultural diversity into all aspects of functioning. Staff development activities to accomplish this purpose should include all staff — teachers, administrators, aides and other support staff.

Staff should be trained to recognize and appreciate cultural differences and inter-cultural communication and cooperation. There should also be specific training in specific methods and techniques for teaching these concepts and processes to children.

- What current staff development programs support staff in working with minority students?
- What are the most pressing staff development needs in these areas and how will they be met?

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- How will the school build or expand such staff development programs to increase their effectiveness for all levels of staff?
- What training resources are available both inside and outside the school or district for these programs?
- How is training for multicultural understanding coordinated with the entire school improvement plan?

3. Resources

The following products and services are available to assist Councils as they involve minority communities in efforts to assure that all students are successful in schools:

Career And Equity Resource Center
June Tremain, Director
2508 NE Everett
Portland, Oregon 97232
(503) 280-6565

Center for National Origin, Race and Sex Equity
Ethel Simon-McWilliams, Director
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9603

Council On Diversity In Education
Thomas Coley, CODE President
Office of Academic Affairs
Oregon State System of Higher Education
P.O. Box 3175
Eugene, Oregon 97403-0175
(503) 346-5270

Interface Bilingual Education Multifunctional Resource Center. Region XI
Esther Puentes, President
Interface Network
4800 S.W. Griffith Drive, Suite 202
Beaverton, Oregon 97005
(503) 644-5741

Interface Diversity Center
Esther Puentes, President
Interface Network
4800 S.W. Griffith Drive, Suite 202
Beaverton, Oregon 97005
(503) 644-5741

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Northwest Equals
Peggy Noon, Director
Portland State University
P.O. Box 1491
Portland, Oregon 97207-1491
(503) 725-3045

Oregon Indian Education Association
Twila Souers, President
720 Nantucket
Eugene, Oregon 97404
(503) 687-3489

Oregon Department of Education
Office of Civil Rights
Oregon Department of Education
Public Service Building
255 Capitol Street N.E.
Salem, Oregon 97310-0203
(503) 373-0790

Merced Flores, Asst. Superintendent, Compensatory Education and Federal Programs, Ext. 675
John Lenssen, Education Specialist, Student Services and Civil Rights, Ext. 678
Robin Butterfield, Specialist, Indian Education and Civil Rights, Ext. 674
Gloria Muniz, Migrant Specialist, Ext. 676

Gender Equity Regional Network
Marilyn Lane, Equity Specialist
Oregon Department of Education
Public Service Building
255 Capitol Street N.E.
Salem, Oregon 97310-0203
(503) 378-3584

Oregon Professional Development Center
Kathy White, Coordinator
P.O. Box 2680
Eugene, Oregon 97402
1-800-358-2486
Fax (503) 461-8297